DOCUMENT RESUME

ED 073 007 SO 005 308

TITLE	National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.
INSTITUTION	Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS AGENCY	National Center for Educational Statistics (DHEW/OE), Washington, D.C.
PUB DATE	Nov 72
NOTE	8p.
AVAILABLE FROM	National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Citizenship; *Educational Accountability; *Educational Objectives; *Evaluation; Literary Analysis; *Newsletters; Reading Ability; Reading Comprehension; Reading Skills
IDENTIFIERS	*National Assessment

ABSTRACT

Published six times a year, the newsletter keeps educators abreast of assessment studies; forthcoming reports; staff announcements, meetings, and services rendered; notes of interest; and publications. The newsletter allows for dissemination of current information of the National Assessment which provides data to measure student knowledge, skills and understandings in ten subject-matter areas. The lead article provides findings from a recent report entitled "Reading Rate and Comprehension" which showed that there are few rapid readers with good comprehension; and, there is a pattern of slow readers with poor comprehension. Other articles preview a literature report assessing literary understanding to be released in December, 1972; describe the National Assessment Exercise Development Department; and reflect on the revised citizenship objectives for the 1973 assessment. Brief information is included on contract bids awarded for 1974, and an announcement of the Social Science Education Consortium plans for an interpretative report of citizenship goals data. Lastly, publications available through the NAEP office are listed. Those interested in receiving the free newsletter should get on the mailing list. A related document is ED 050 996. (SJM)

ED 073007

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

NAEP newsletter

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES
VOL. V NO. 7 NOVEMBER 1972

SP005308

Reading Rate/Comprehension Report Squelches Myth of Super-Readers

Most Americans read from 100 to 299 words per minute and at those rates comprehend sufficiently to answer correctly four or five questions about the passage they have read. Rapid readers—people reading more than 750 words per minute with consistently good comprehension—were nowhere in evidence in this study. Slow readers—those reading fewer than 50 words per minute and demonstrating poor comprehension—were more frequent.

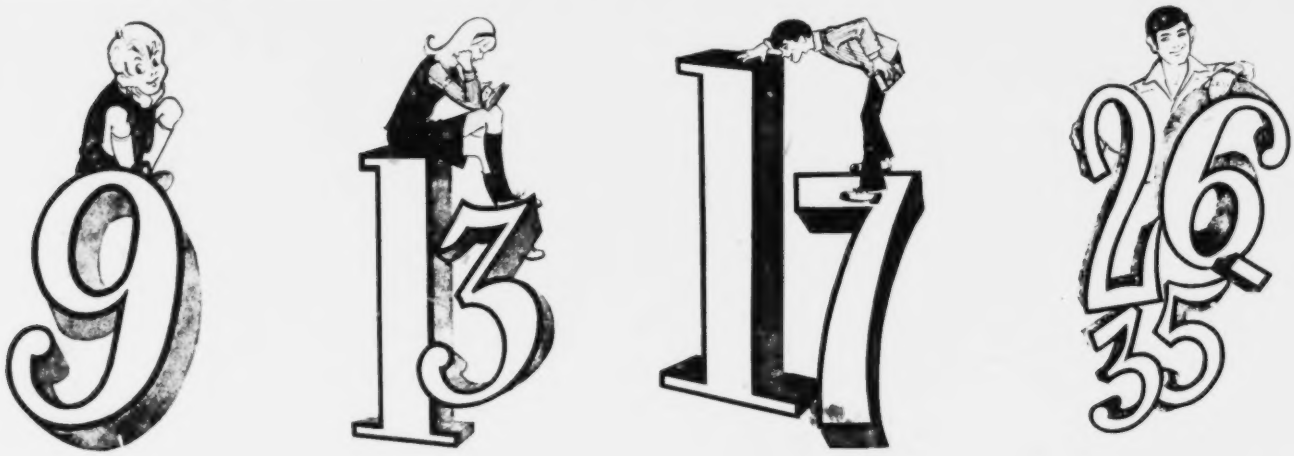
This information is part of a Reading theme report, *Reading Rate and Comprehension,* which gives rate and comprehension percentages for each exercise at four age levels by region, sex, race, parental education, and size and type of community.

Each age level read two passages and answered five multiple-choice comprehension questions about each passage. Nine-year-olds read one narrative passage about a boy and a dragon and an expository essay on armadillos. Thirteen-year-olds had two expository essays to read. One was a magazine essay on planting trees on sand dunes. The second was a scientific article on physical geology, specifically the flow of water. Seventeen-year-olds and young adults read one humorous semiscientific magazine essay about avoiding mosquito bites and a more difficult, straightforward essay on the nature and development of sociology. Because the reading passages were different for each age level except 17-year-olds and young adults, the report makes no comparisons between age levels except the two older groups.

The report presents the data for reading rate in four categories: the percentage of people reading at less than 100 words per minute, those reading between 100 and 199 words per minute, between 200 and 299 words per minute, and 300 or more words per minute. Comprehension results are percentages of those answering four or more questions correctly and those answering three or fewer questions successfully.

While the results tend to show that Northeasterners score higher on rate and comprehension, girls are better readers than boys, Whites are generally better readers than Blacks, "affluent suburbanites" are faster and more competent readers than people from "inner-city" areas, and children of parents with higher education are better readers, there are some exceptions.

For instance, Western 9-year-olds had the highest comprehension percentages in all three rate categories above 100 words per minute: 58 percent who read 100 to 199 words per minute responded correctly to four or more questions. Southeast 13-year-olds had the lowest percentages in all rate and comprehension categories. However, Southeast 13-year-olds reading 100 to 199 and 300 or more words per minute had the largest percentage of correct responses. Seventeen-year-olds in the Northeast did have higher percentages of four or more correct responses on the comprehension, but



young adults from that region ranked third in percentage having four or more correct responses.

Nine-year-old boys reading between 100 to 299 words per minute showed a greater percentage than girls able to answer four or more questions correctly. That is, of the 2 percent of males reading 200 to 299 words per minute, 57 percent had four or more correct responses. Four percent of the females read 200 to 299 words per minute, but only 27 percent had acceptable comprehension. For 13-year-olds, too, more females read faster than 100 words per minute, but boys had better comprehension scores.

At the 13-year-old age level, comprehension scores for Blacks and Whites were similar in the 100 to 199 words-per-minute category. At more than 300 words per minute, Whites did much better than Blacks on rate and comprehension for the first passage. But, on the second passage, the rates were not as far apart, and comprehension scores decreased for Whites and increased substantially for Blacks. The second passage was considered more difficult.

While comprehension within rate increased with an increase in parental education, 13-year-olds reading 300 or more words per minute on the first passage showed a decrease in comprehension as parental education increased.

Only 17 of the 7,850 readers in this study read faster than 750 words per minute. The 17-year-old group contained the greatest number of rapid readers: 7. The 13-year-old group contained the least: 1. More than half of the exceptionally fast readers came from the West. There were almost twice as many males as females and three times as many Whites as Blacks, but there were more Whites than Blacks in the study.

When these reading rates are combined with comprehension scores, however, only one 9-year-old, one 13-year-old, one 17-year-old and two young adults would qualify as rapid readers and that is on only one passage. No one in the study met the criteria on both passages.

One hundred forty-nine of the 7,850 readers in the study read less than 50 words per minute.

The number of slow readers was evenly distributed throughout the four regions of the country among 9- and 13-year-olds. There were no slow readers among the 17-year-olds from the Central region, but that region had the largest number of slow readers among the young adults. There were more males than females within each group and more Whites than Blacks, but, again, there were more Whites than Blacks in the study.

At the 9-year-old age level, comprehension results show only 8 of the 111 slow readers answering four or more comprehension questions on both passages and for 13-year-olds only 1 of 20. No 17-year-old or young adult slow reader answered four or more of the comprehension questions on both passages.

The largest percentages for each age level show:

Fifty-four percent of the 9-year-olds read 100 to 199 words per minute with 81 percent able to answer four or more questions correctly on the first passage.

Fifty-nine percent of the 13-year-olds read 100 to 199 words per minute on the second passage, but more 13-year-olds reading 200 to 299 words per minute were able to answer four or more questions correctly on the first passage.

Half of the 17-year-olds read 100 to 199 words per minute on passage one, but more 17-year-olds reading 200 to 299 words per minute were able to answer four or more questions correctly on the same passage.

Most young adults read 100 to 199 words per minute on the second passage, but 74 percent out of 35 percent who read 200 to 299 words per minute on the first passage were able to answer four or more questions.

NAEP on Screen

The NAEP slide/tape show geared to general audiences introduces faculty, principals, supervisors, administrators, students, and parents to National Assessment. The 12-minute, 125-slide feature is available on loan, at no cost, from:

NAEP
Suite 300
1860 Lincoln Street
Denver, Colorado 80203

******

Variations on a Theme: Preview of Literature Report

Do most people recognize puns? How well can they express their ideas about literature they have read? How familiar are they with literary figures like Cupid, Samson, or Tom Sawyer? How often and how much do they read?

The literary assessment results, to be released next month, give some answers to these questions.

The results will be presented in four theme volumes: *Understanding Imaginative Language, Responding to Literature, Recognizing Literary Works and Characters,* and a *Survey of Reading Habits.* While only certain exercises were selected for reporting, the overall results for each category of exercises are given in a summary. The intent of these exercises was to assess to what degree people recognize what the language of literature is doing.

The first theme deals with particular elements of literature: rhythm and meaning in poetry, puns, literary forms, metaphors, and mood and tone.

Exercises dealing with meaning and rhythm in poetry were made up of poems missing one or two lines. The respondent was asked to complete the poem from a given selection of lines. He might be required to base his decision on rhythm, or he may be required to complete the meaning of the poem.

The exercises on puns gave the respondent several passages, some containing puns and others not, from which he was to identify the puns. More then assessing puns, these exercises indicate to some degree the respondents' abilities to recognize purposeful ambiguity in literature.

Other exercises aimed at assessing literary understanding asked respondents to recognize the different literary forms: poems, letters, stories, plays, and so on.

Respondents were also asked to identify the components of metaphors – or the two things being compared – and in some cases to describe the qualities which make the comparison legitimate.

Exercises to determine recognition of mood or tone asked respondents to read prose passages or poems and to select adjectives which best described the effects of the mood or tone. In some instances, they were asked to defend their choice of adjectives. In one example of a poem that satirizes fox hunting, the respondent defended his answer,

> He weren't cheerin' em on, that's for sure and he weren't doing a very good job of describing. He sorta felt sorry for them foxes but mostly he was angry.

Scoring for the essay portions was done on a one-to-four rating scale.

The second report on Literature, Theme 2, is *Responding to Literature.* These exercises required reading of prose passages and poems and reacting to what was read. Two types of responses were involved: tape recorded and essay or written. For scoring, the responses were separated into categories according to their general thrust. An entire essay was placed in a category, but each statement recorded on tape was placed in a category. Categories were based on those devised by Alan Purves and Victoria Rippere in *Elements of Writing About a Literary Work.* Those categories are:

1. Engagement involvement responses that include all remarks of a personal nature, those in which the respondent talked about himself or his own values and did not separate himself from the literary work.
2. Formalistic responses that involve discussion of meter, characterization, structure, and so on.
3. Interpretive responses that seek to interpret the work.
4. Evaluative responses that judge the work according to some criterion.
5. Retelling responses that simply restate the passage.

An example of an engagement involvement response is the following reaction to "Sam Bangs and Moonshine":

> It was pretty good. I like it because my little sister is always telling mom that when she grows up she is going to be a dog.

After being placed in a category, the responses were scored on a scale of one to four.

Theme 3 is made up of exercises which asked the respondents to recognize a literary work or character. Some of the exercises presented illustrations and asked the respondent to identify the work being depicted. One respondent identified Little Red Riding Hood as Little Red Muffin. Other exercises gave parodies of literary works to be identified. Allusion was used in exercises for character recognition. Still other exercises asked the respondent directly if he had ever heard of a character. Some description was required when the answer was yes.

The fourth theme for the Literature assessment was a survey of all age levels with regard to reading habits. Respondents were asked what works they had been reading, how often, and why they read the work. Questions covered reading of books, magazines, drama, poetry, and literary criticism.

There were also attitude questions in this section asking respondents such things as: Is literature important? Should it be taught in every school? One respondent said,

> Yes, I believe we should have all the education we can grasp within our hands these days.

Of particular interest to readers of this report is a solicitation for observations and suggestions that might be helpful for future Literature assessments.

Joins NAEP

Dan Jordan recently joined the NAEP staff as assistant to the Administrative Director. Mr. Jordan is working between the NAEP project and the Education Commission administrative services on fiscal matters such as budget development, personnel administration, and personnel policy. He will also work with a lawyer on the drafting of NAEP contracts. Beyond these specific things, Mr. Jordan will be the administrative handyman, assisting with the various things which go through the administrative offices.

Mr. Jordan is a distinguished graduate with honors in English from the Virginia Military Institute, and was listed in Who's Who in American Colleges and Universities. He served as a Personnel Officer in the U.S. Air Force for four years before coming to Colorado.

Exercise Development Is Scoring Again

Anyone who has been a respondent for National Assessment will no doubt attest to the variety and originality of its exercises. For a brief span of time, respondents may become musicians, scientists, or concerned citizens writing their Highway Commissioner to protest a proposed highway interchange. The aim of such exercises, and of the many multiple-choice questions that NAEP assessors employ, is to measure the knowledge, skills, and understanding of young people in certain subject areas; the effectiveness with which they do so is due largely to the efforts of NAEP's Exercise Development Department.

The work of Exercise Development comes early in the order of events in the assessment of each subject area. One of the department's major functions is to delegate authority; specialists and educators review and develop objectives, while contractors such as Educational Testing Services, American Institutes for Research, and Science Research Associates might write the actual exercises. Even so, the fourteen-member department has a great deal of work on its hands. Theirs is the task of organizing and overseeing the entire four-year process that precedes each subject area assessment.

That process begins in the "smoke-filled rooms" in which department representatives confer with a panel of consultants. They are there to determine what goals, or "objectives," will govern the direction of the exercises in a given subject area. Developed and revised by extensive mail reviews and conferences, the objectives reflect what scholars, educators, and concerned lay people deem important in educational attainment; exercises are written to determine how well students are achieving those objectives. Since different achievements are most significant for different age groups, the objectives are "weighted" by teachers of 9-, 13-, and 17-year-olds and young adults. The more heavily an objective is weighted, the more assessment time will be devoted to exercises which measure it.

On the basis of the objectives and weightings, Exercise Development outlines its specifications for the contractors. Specifications are refined and improved as NAEP accrues experience. "Now that we have some history behind us," says Dr. Hal Wilson, Department Director, "we know what we want more explicitly. By being able to specify this to the contractor, we get better exercises."

But even the "better exercises" are not to be taken for granted. They must come under further scrutiny at a subject matter review session. Again, panels of subject matter specialists and lay persons offer their criticisms as to content validity, appropriateness of vocabulary, the importance of each exercise and its information, and possible offensiveness. To insure a broad spectrum of opinion, reviewers are drawn from a range of occupations, educational institutions, minority groups, and geographical regions.

The next step for Exercise Development is to test its exercises in the field. In a preassessment tryout phase, the exercises are administered to a large national sample. The purpose of this pretest is to give some indication of how each exercise will probably function in the field; judgments can be made as to its administrative feasibility, and scoring guidelines can be established for open-ended exercises. Equally crucial in the tryout phase is the ferreting out of "trick" questions or unclear wording.

Not all of the exercises written will find their way to the assessment, but those that are selected will appear in sets, or "packages." Each package normally covers two subject areas, such as Reading and Social Studies; they are also designed for either individual or group administration. The Research Triangle Institute, the contractor which currently is preparing the packages, takes several factors into account: the difficulty level, the objective that each exercise measures, the type of exercise (such as multiple-choice or open-ended), amount of time, and types of stimulus (charts, graphs, music, or apparatus, for example). To maintain the interest of the respondent, a variety of types of exercises are included in each package.

After approval by Exercise Development, the packages are printed by the Measurement Research Center. Copy is proofread extensively, and the tapes used in group administered exercises are thoroughly checked and rechecked. (To assure that a respondent on a Science exercise, for example, is not hampered by his ability to read, a standard taped voice presentation is used for many of the exercises.) It has been a long and often meticulous process, but at last the best exercises, in their best form, are ready for administration.

For members of the Exercise Development staff, however, the work is far from finished. The four assistants to the director, who are each responsible for two subject areas, are members of a team (including one representative from each of NAEP's departments: Exercise Development, Operations, Research and Analysis, Information Services, and Utilization/Applications) which works on a subject area from its inception to its completion. Simultaneously, the four-year Exercise Development process is underway in other subject areas.

It is little wonder that respondents – as well as all kinds of measurement specialists – find National Assessment exercises remarkable; in their final form, the packages are interesting, challenging, and often even fun to complete. But the most remarkable aspect of National Assessment exercises, unknown to the respondent, is the many years of study, revision, and review that the Exercise Development Department has put into perfecting them. It is this that makes the exercises a reliable method of charting the growth or decline of the educational attainments of American youth.

Citizenship Objectives Revised for 1974 Assessment

The revised Citizenship objectives, which will be used in the 1974-75 assessment, have been completed by the American Institutes for Research. Based on a consensus of opinion of several review groups, the revised objectives reflect what educators, subject matter specialists, and lay people consider major goals in citizenship attainment today. The purpose of the revision is not to replace the old objectives, but to make whatever changes, additions, or deletions, were necessary to update them.

Seven major objectives or goals are identified in the revised Citizenship objectives. These represent such broad categories of citizenship achievement as concern for the well-being and dignity of others, support of just law and the rights of all individuals, and a knowledge of the main structure and functions of government. Under each of the major objectives are listed several subobjectives (such as, "offer help to others in need" and "recognize the relationships of different levels of government") representing the major kinds of behavioral achievements referred to by the general objective. Under each subobjective are listed a variety of behaviors which illustrate alternative ways in which the subobjective may be achieved at each of the four target age levels. These behaviors are not intended to be prescriptive definitions of good citizenship but rather serve as illustrative examples.

The major changes in the Citizenship objectives prepared for the 1974-75 assessment are these:

1. For some subobjectives, illustrative behaviors have been added for the 9- and 13-year-old age level (under the subobjective "support equal opportunity in education, housing, employment, and recreation"). For example, opposition to segregation has been included as an illustrative behavior for age 9.

2. The description of the major civic problems which a citizen needs to understand in order to act effectively has been expanded. Most notable in this revision are two new categories pertaining to economic needs (poverty, employment, and so on) and environmental problems (such as pollution).

3. In response to criticism that the objective on knowledge of government was too limited to textbook ideals, illustrative behaviors were added concerning knowledge of informal influences on government, sources of actual power, and bureaucracy. Effectiveness of citizen participation rather than effort alone was also emphasized.

4. Objectives dealing with personal development and voluntary personal relations were in many instances concluded to be too remotely related to citizenship to retain. These aspects of citizenship, while not eliminated, received less emphasis in the revised objectives.

5. The behaviors listed under a number of the original objectives seemed to emphasize middle-class values which might not be accepted as goals by other social strata of the nation. In several instances such behaviors were deleted or changed to examples with more universal appeal. For example, "controlling emotions in the face of criticism" was changed to "express emotions in nondestructive ways."

National Assessment objectives are not permanent standards of achievement; rather, they are intended to reflect the evolution of goals in education in response to the changing needs of the nation. Review of the objectives by concerned laymen, scholars, and educators as a first step in every assessment helps to assure that the objectives are attuned to goals which the society values.

NAEP notes

Seven people from the Wyoming State Department of Education and the University of Wyoming attended a one and a half day session at the NAEP offices in September to discuss the adaptability of the NAEP model to the Wyoming Educational Needs Assessment Project. WYENAP is a project of the Wyoming State Department and has been contracted to the University of Wyoming's Center for Research, Service and Publication.

Members of the Utilization/Applications Department visited with staff of the American Association of School Administrators to discuss the possibility of that organization becoming involved in a study of the National Assessment model and data. The purpose of the study would be a document discussing application of NAEP data for school administrators and adaptation of the assessment model to local school districts.

The same busy department sent Carol Byerly and Ron Smith to Fresno, California in September. The two made a presentation about the relevance of National Assessment to the classroom teacher to 500 teachers and administrators of Fresno County. The reaction by a discussion panel made up of college and public school officials was positive.

The Department of Educational Planning under the Organization of American States is planning an assessment of the quality of education throughout Ecuador. The department has requested information on the NAEP project.

Have you seen Hope Justus' report on Reading in the August-September issue of *American Education*? Fully illustrated with exercises, it is another example of a carefully developed article by one of the country's best-informed education writers. Hope is an education columnist for the Chicago *Tribune*.

An interesting article on educational testing, specifically IQ testing, appears in the September 1972 issue of *Today's Education*. Lillian Zach wrote the article entitled "The IQ Debate."

A request to users of the NAEP slide show: Please do not keep the materials any longer than absolutely necessary.

SSEC Plans Report

Interest is growing for interpretations of National Assessment reports by organizations and individuals concerned with the subject areas being assessed. The National Science Teachers Association, reported in the October *Newsletter*, was the first group to begin an in-depth study of assessment results.

Now under consideration are proposals by the Social Science Education Consortium, Inc. (SSEC). The SSEC plans an interpretive report of the Citizenship goals and data, drawing upon the objectives and three report volumes already produced by NAEP. The report will be written by a scholar selected for his reputation in the social sciences and, in general, his analytical skills and work in this area. He will work with two of the three directors of SSEC, Irving Morrissett and Robert Fox.

Tentative plans for the report include summaries of early commissions of the National Education Association and the American Historical Association to clarify citizenship training, the statements of goals by the National Council for the Social Studies, and the statement of national goals by the United States President.

The publication of several versions of scholarly interpretations is planned to meet such needs as: increasing the number of thoughtful Americans who are aware of efforts to provide baseline data for educational measurements; increasing the number of scholars who will give earnest consideration to improvement of citizenship education; encouraging the total citizenry to give more attention to the needs of citizenship education; and improving citizenship education in the social studies classroom specifically and in the rest of the curriculum generally.

The SSEC is a not-for-profit corporation founded in 1965 as a social studies/social science education resource and dissemination center, with headquarters in Boulder, Colorado. The Consortium provides for the exchange of ideas and views for the improvement of social studies education and provides information about social studies materials, methods, and trends to teachers and administrators.

Contract Bids Awarded for 1974

Preparation for the 1974 assessment included NAEP's competitive procurement of contracts in the areas of sampling, administration, printing, and scoring. Work on specifications began in February 1972 with what Director of Operations Roger Talle described as "a massive effort by the staff to develop specifications for the bidding."

NAEP solicited interest in bidding from 250 contracting firms identified by the U.S. Office of Education as agencies doing the kinds of work needed by National Assessment. Those agencies showing interest received specifications and those interested in submitting proposals attended a conference in Denver in May. The purpose of the conference was to talk about the proposals and answer any questions.

Seven firms submitted bids in June: two for the in-school sampling and administration contract, two for the out-of-school sampling and administration, and three for printing and scoring of exercises.

The NAEP staff and an external review group studied each proposal. Basing their decision on the recommendations of both groups, NAEP selected the Research Triangle Institute (RTI) to do the in-school sampling and administration and the Measurement Research Center (MRC) to do the printing and scoring of exercises.

Two excellent proposals for out-of-school sampling and administration made a decision on that contract more difficult. NAEP staff reviewed additional information on proposals and, in September, awarded the bid to RTI.

RTI is a not-for-profit contract research organization located in Raleigh, North Carolina. The Institute was incorporated as a separate operating entity in 1958 by the University of North Carolina. RTI research is performed under contract with government agencies, foundations, and industries.

Established in 1953, MRC, in Iowa City, is an outgrowth of the Iowa Testing Program. It became a division of Westinghouse Learning Corporation in 1958. The firm is a pioneer in the application of electronic scoring machines to the test-scoring process and has added a variety of new services to education, business, and government. It is the largest processor of standardized educational tests in the world.

Neill Heads ECS Public Relations

George W. Neill has been appointed Director of Public Relations and Communications for the Education Commission of the States. For the past five years he has served as Executive Editor of *Education, U.S.A.*, the weekly newsletter published by the National School Public Relations Association (NSPRA), with headquarters in Washington, D.C.

A native of California, Mr. Neill was graduated from the University of California in Berkeley and worked as Sunday editor, city editor, news editor, and night editor of the Pasadena *Independent, Star-News* for 12 years. He was also managing editor of the Orange Coast *Daily Pilot* in California and copy editor for the Los Angeles *Times*. For six years he was Director of Press Relations and Editor, Education News Service, for the California Teachers Association.

During his Washington service with NSPRA, he was director of Special Reports, a series of booklets dealing with crucial issues in education today. He coauthored one called "The Reading Crisis" and wrote the first volume describing federal aid to education. He authored books on Black studies in elementary-secondary education, individualization in schools, and the year-round school. He is also a contributor of education articles to *Better Homes and Gardens;* an article appeared in the October 1972 issue.

At ECS Mr. Neill will direct the public relations and public information program, coordinating this program not only for the Commission itself but also for the various projects administered by ECS. He succeeds Clifford Dochterman who is now vice-president-executive assistant at the University of the Pacific in Stockton, California.

National Assessment Publications

The following publications are available through the NAEP office at no charge except where price is indicated.

OBJECTIVES BOOKLETS

Description of objectives for each National Assessment subject area and the process of their development in detail.

Order Number	Title	Price
101	**Citizenship***	$1.00
102	**Writing**	1.00
103	**Science***	1.00
104	**Reading**	1.00
105	**Literature**	1.00
106	**Mathematics**	1.00
107	**Music**	1.00
108	**Social Studies**	1.00
109	**Art**	1.00
110	**Career and Occupational Development**	1.00

*Revised Science and Citizenship Objectives for the second assessments are also available in booklet form.

MONOGRAPHS

Written accounts by former NAEP staff directors about the nature of the project.

Order Number	Title	Price
201	**The National Assessment Approach to Exercise Development,** Carmen J. Finley and Frances S. Berdie. July 1970	$3.00
202	**What Is National Assessment?** Frank B. Womer. April 1970	2.00

BROCHURES

Order Number Title

301 **"Questions and Answers":** A brief summary leaflet about National Assessment. April 1972.

302 **"What Are Our Kids Really Learning in School?"** April 1972.

ARTICLE REPRINTS

Order Number Title

401 **"National Assessment: Where Is It Now?"** George H. Johnson
Reprinted from *Educational Leadership,* December, 1971.

402 **"Do 13-Year-Olds Write as Well as 17-Year-Olds?"** Henry B. Slotnick.
Reprinted from *English Journal,* November, 1971.

403 **"National Assessment Says,"** Frank B. Womer.
Includes selected results from the first science assessment and the author's comments about them.
NCME Special Report, Volume 2, No. 1, October, 1970.

404 **"National Assessment,"** and **"Discussion,"** Robert E. Stake and Frank B. Womer.
Reprinted from *Proceedings of the 1970 Invitational Conference on Testing Problems— The Promise and Perils of Educational Information Systems,* October 31, 1970.

405 **"National Assessment in Mathematics,"** Dale I. Foreman and William A. Mehrens.
Reprinted from *The Mathematics Teacher,* Volume LXIV, March, 1971.

406 **"National Assessment: An Information Gathering and Information Dissemination Project,"** Eleanor L. Norris.
Reprinted from *Education,* April-May, 1971.

407 **"National Assessment: Reports and Implications for School Districts,"** Carmen J. Finley.
Reprinted from *The National Elementary Principal,* Volume L, No. 3, January, 1971.

408 **"National Assessment— Some Valuable By-Products for Schools,"** Ralph W. Tyler.
Reprinted from *The National Elementary Principal,* Volume XLVIII, No. 6, May, 1969.

409 **Compact,** A complete issue devoted to National Assessment of Educational Progress, February, 1972.

410 **"Public Learns What Four Ages Know in Writing and Citizenship."** Includes selected results from the first writing and citizenship assessments and the reactions of subject matter specialists.
NAEP Newsletter, Volume IV, No. 1. January-February, 1971.

411 **"Region, Size-Of-Community, Sex Results Released for Science, Writing."** Includes selected breakdown results from science and writing and the reactions of reviewers.
NAEP Newsletter, Volume IV, No. 3, May-June, 1971.

413 **"Reexamination of Multiple-Choice Testing,"** Frank B. Womer. Speech delivered at the NCME Breakfast, Minneapolis, Minnesota.
Reprinted from *Education,* April-May, 1970.

414 **"Research Toward National Assessment,"** Frank B. Womer.
Paper presented at the Western Regional Conference on Testing Problems, May, 1968.

415 **"To Rile Your Community, Ask Questions Like These,"** Frances S. Berdie.
Reprinted from *American School Board Journal,* June, 1970.

416 **"What Test Questions Are Likely to Offend the General Public,"** Frances S. Berdie.
Reprinted from *Journal of Educational Measurement,* Volume 8, No. 2, Summer, 1971.

417 **"What We Are Learning From the National Assessment,"** Eleanor L. Norris.
Reprinted from *American Education,* Volume 7, No. 6, July, 1971.

418 **"How Will National Assessment Change American Education?"** Frank B. Womer and Marjorie M. Mastie.
Reprinted from *Phi Delta Kappan,* Volume 53, No. 2, October, 1971.

419 **Demonstration Packages of Sample Exercises in Reading and Literature,** separate packages for ages 9, 13, and 17.

420 **Demonstration Packages of Sample Exercises in Music and Social Studies.**

Calendar

DATE	MEETING	PLACE	NAEP PARTICIPANT
October 17	National Association of State Boards of Education	Des Moines, Iowa	Jim Hazlett
19-20	Council of Great City Schools	Denver, Colorado	NAEP Staff
30	Annual Meeting of the Directors of State Testing Programs	Princeton, New Jersey	J. Stanley Ahmann
November 4	Michigan Council for Social Studies	Detroit, Michigan	Dick Hulsart
23-24	Annual Meeting of National Council of Teachers of English	Minneapolis, Minnesota	J. Stanley Ahmann Rex Brown Carol Byerly Hank Slotnick Ron Smith

NAEP

VOL. V NO. 7 NOVEMBER 1972

Published by the National Assessment of Educational Progress, a project of the Education Commission of the States.

1860 Lincoln Street, Suite 300
Denver, Colorado 80203

Funded by the National Center for Educational Statistics, U.S. Office of Education.

James Hazlett, Administrative Director

J. Stanley Ahmann, Staff Director

Theodore B. Pratt, Information Officer

Vicky L. Trussel, Editor

Address Correction Requested

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
DENVER, COLO.
PERMIT NO. 153